FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: NORTH FORK ELEMENTARY SCHOOL

District Name: Broward

Principal: Rendolyn W. Amaker

SAC Chair: Emily Henry

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 4/12/2013

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
		Degree - Bachelor of Arts – English Master of			Principal- North Fork Elementary 2010- 2011 School Grade: C – 473 pts. Reading Proficiency - 47% Math Proficiency -60%, Writing Proficiency -85%, Science Proficiency -30% AYP: 95% of the criteria was met 2009 – 2010 School Grade: D Reading Proficiency- 47% Math Proficiency - 45%, Writing Proficiency- 78% Science Proficiency -29% AYP: 82% of the criteria was met

Position	Name	Degree(s)/Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record
Principal	Rendolyn Amaker	Science – English Education Certifications- School Principal, English 6-12, ESOL Endorsement, Middle Grades Endorsement	4	12	2008-09 School Grade: D – 434 pts Reading Proficiency 51% Math Proficiency -53%, Writing Proficiency- 86% Science Proficiency – 29% AYP: 82% of the criteria was met 2007-08 School Grade: C – 458 pts. Reading Proficiency - 44% Math Proficiency -51%, Writing Proficiency -97%, Science Proficiency -22% AYP: 95% of the criteria was met 2006 – 2007 – Assistant Principal- AC Perry Elementary School Grade: A – 596 pts Reading Proficiency -74%, Math Proficiency -80%, Writing Proficiency -86%, Science Proficiency -50% AYP: All subgroups met criteria
Assis Principal	Sophia Myers	Bachelor of Science, Master of Education, Elementary Education, Educational Leadership, ESOL	1	1	Dillard Elementary - Math Coach - 2011 - 2012 School Grade: C – 408 pts. Reading Proficiency - 28% Math Proficiency -32%, Writing Proficiency -81%, Science Proficiency -22% 2011 – 2010 Office of Strategic Accountability Math Coordinator Provided mentoring, modeling and support to SIG /Bottom 100 schools in Broward County. All SIG/Bottom 100 schools made significant gains in Mathematics. 2010-2009 - District Accountability Coach in the area of Math Average scores increased by 5% in level 2 and higher Gains among 70% of schools serviced 2009-2008 Worked as a District content coach where average gains were made at all schools

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
		Degree - Bachelor of Science – Elementary			North Fork Elementary 2011 - 2012 School Grade: C – 443 pts. Reading Proficiency - 25% Math Proficiency -27%, Writing Proficiency -83%, Science Proficiency -21% Learning Gains – Reading – 68% Learning Gains – Math – 60% Lowest Quartile- Reading – 82% Lowest Quartile – Math – 77% 2010- 2011 School Grade: C – 473 pts. Reading Proficiency - 47% Math Proficiency -60%, Writing Proficiency -85%, Science Proficiency -30% AYP: 95% of the criteria was met

Reading	Stephanie Wallace	Education Certification- Elementary Education, ESOL Endorsement, Reading Endorsement	9	5	2009 – 2010 School Grade: D Reading Proficiency- 47% Math Proficiency - 45%, Writing Proficiency- 78% Science Proficiency -29% AYP: 82% of the criteria was met 2008-09 – North Fork Elementary School Grade: D – 434 pts Reading Proficiency 51% Math Proficiency -53%, Writing Proficiency- 86% Science Proficiency -29% AYP: 82% of the criteria was met 2007-08- – North Fork Elementary School Grade: C – 458 pts. Reading Proficiency - 44%, Math Proficiency -51%, Writing Proficiency -97%, Science Proficiency -22% AYP: 95% of the criteria was met
Science/ Curriculum	Tonya Y. Brown	Degree- Bachelor of Science – Business Administration; Master of Science – Elementary Education Certification- Elementary Education	1	1	2011 – 2008 Human Resource Department Urban Academic Coordinator District Trainer
Math	Vetia Josephs	Degree- Bachelor of Science- Elementary Education Certification- Elementary Education 1- 6; ESOL Endorsement	3	4	North Fork Elementary 2011 - 2012 School Grade: C – 443 pts. Reading Proficiency - 25% Math Proficiency -27%, Writing Proficiency -83%, Science Proficiency -21% Learning Gains – Reading – 68% Learning Gains – Math – 60% Lowest Quartile- Reading – 82% Lowest Quartile – Math – 77% 2010- 2011 School Grade: C – 473 pts. Reading Proficiency - 47% Math Proficiency -60%, Writing Proficiency -85%, Science Proficiency -30% AYP: 95% of the criteria was met 2009 – 2010 School Grade: C- Lauderhill Middle School Reading Proficiency- 44% Math Proficiency - 45%, Writing Proficiency- 86% Science Proficiency -18% AYP: 85% of the criteria was met 2008 – 2009 School Grade: C- Lauderhill Middle School Reading Proficiency- 38% Math Proficiency - 43%, Writing Proficiency- 89% Science Proficiency -14% AYP: 85% of the criteria was met
Writing	Emily Henry	Degree- Bachelor of Science; Master of Science - Elementary Education; Elemetary Education 1 -6; ESOL	5	1	Principal- North Fork Elementary 2011 - 2012 School Grade: C – 443 pts. Reading Proficiency - 25% Math Proficiency -27%, Writing Proficiency -83%, Science Proficiency -21% Learning Gains – Reading – 68% Learning Gains – Math – 60% Lowest Quartile- Reading – 82% Lowest Quartile – Math – 77% Principal- North Fork Elementary 2010- 2011 School Grade: C – 473 pts. Reading Proficiency - 47% Math Proficiency -60%, Writing Proficiency -85%, Science Proficiency -30% AYP: 95% of the criteria was met 2009 – 2010

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	Endorsement			

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1.School will utilize SBBC's guidelines for staffing DA schools with quality teachers.	Principal Assistant	August 2012	
2	2. Teachers will participate and receive support in their PLCs and Lesson Study groups. These will take place after school hours and will be funded by the School Improvement Grant. June2012	Principal Assistant Principal Instructional Coaches	June, 2013	
3	3.Invite teachers new to school/grade in for orientation during pre-planning.	Principal	Sept. 30, 2012	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
32	0.0%(0)	25.0%(8)	34.4%(11)	37.5%(12)	37.5%(12)	100.0%(32)	9.4%(3)	0.0%(0)	68.8%(22)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
		The mentor is	• Review policies and procedures for core teachers. • Provide Reading grade level content limitations

Vetia Josephs	Tony Orange	an experience teacher. The menteee is new to the grade level.	and New Generational Standards • Provide New Generational Standards in Writing •Conduct monthly meetings • Provide Professional Development • Observations
Henrietta Tierney	Erica Terry	The mentor is an experience teacher. The mentee is new to the school.	• Review policies and procedures for core teachers. • Provide Reading grade level content limitations and New Generational Standards • Provide New Generational Standards in Writing •Conduct monthly meetings • Provide Professional Development • Observations
Lauren Morris	Shemetria Sullivan	The mentor is an experience teacher. The mentee is new to the school.	• Review policies and procedures for core teachers. • Provide Reading grade level content limitations and New Generational Standards • Provide New Generational Standards in Writing •Conduct monthly meetings • Provide Professional Development • Observations
Marcia Lubin	Terencia Parrish	The mentor is an experience teacher. The mentee is new to the school.	• Review policies and procedures for core teachers. • Provide Reading grade level content limitations and New Generational Standards • Provide New Generational Standards in Writing •Conduct monthly meetings • Provide Professional Development • Observations
Sherlynn Henschel	Ross Minott	The mentee is an experience teacher. The mentee is new to the grade level.	• Review policies and procedures for core teachers. • Provide Reading grade level content limitations and New Generational Standards • Provide New Generational Standards in Writing •Conduct monthly meetings • Provide Professional Development • Observations
Erica Biddings	Lacretia Cooper	The mentee os an experience teacher. The mentee is a new Guidance Counselor.	• Review policies and procedures for core teachers. • Provide Reading grade level content limitations and New Generational Standards • Provide New Generational Standards in Writing •Conduct monthly meetings • Provide Professional Development • Observations
		The mentee is an	• Review policies and procedures for core teachers. • Provide Reading grade level content limitations and New Generational

Tiara Mocombe	Augusto Veras	experience teacher. The mentee is new to the grade.	Standards • Provide New Generational Standards in Writing •Conduct monthly meetings • Provide Professional Development • Observations
Emily Henry	Kathiana Tingue	The mentee is an experience teacher. The mentee is new to the subject.	• Review policies and procedures for core teachers. • Provide Reading grade level content limitations and New Generational Standards • Provide New Generational Standards in Writing •Conduct monthly meetings • Provide Professional Development • Observations

ADDITIONAL REQUIREMENTS

Coordination and Integration

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

> North Fork utilizes Title I A funds to pay for substitutes for Professional Development and Professional Learning communities. • Supplemental teacher salaries. • Provide classroom materials and supplies. • Technology – Digital classroom materials – document cameras, LCD and VCR/DVD Players. • Parent Trainings – the parental training and material are geared towards teaching parents how to reinforce skills learned

Title I, Part C- Migrant

> N/A

Title I, Part D

> District receives funds to support Educational Alternative Outreach programs, such as credit recovery programs, before/after school programs targeting dropouts and mentoring programs. Services are coordinated with Broward County School's Drop Out Prevention Programs.

Title II

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Title III

> Funds are used to provide services to the English Language Learners (ELL) students. The items include curriculum materials, classroom materials and supplies and District Support Personnel

Title X- Homeless

>

Supplemental Academic Instruction (SAI)

> SAI funds are used to provide remedial academic camps for struggling students in reading, math, science and writing. In addition, Academic camps are provided for enrichment and enhancement for Level 3, 4 and 5 students. These funds are also used to purchase curriculum materials for these SAI programs.

Violence Prevention Programs

> North Fork Elementary uses the Anti-Bullying district protocol and Silence Hurts Programs. North Fork also incorporated the Passport to Peace and CHAMPS Program.

Nutrition Programs

North Fork Elementary was awarded a nutrition grant that will provide students with daily snacks of fruit and vegetables for two consecutive years.

Housing Programs

Head Start

Head Start - North Fork Elementary provides three Head Start classes. The Head start program provides students with readiness skills to move into elementary school successfully.
Funds are provided for:
Teacher salaries
Teacher Assistants/Paraprofessionals
Classroom materials and supplies
District Support

Adult Education

Career and Technical Education

Job Training

Other

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Tonya Brown- Curriculum – LEAD FACILITATOR
Rendolyn Amaker – Principal
Lacrecia Cooper – Guidance Counselor
Sophia Myers- Assistant principalSandra Johnson – Social Worker
Stephanie Wallace – Reading Resource Specialist
Emily Henry – Writing Coach
Yolanda Francis – VE Teacher/ESE Specialist
Grade Level Teachers
Andrea Carby-Stephenson – Speech Pathologist
Danielle Coll- Psychologist

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The Response to Intervention Leadership Team (RTi) or the Collaborative Problem Solving Team (CPST), as it is known at this school, utilizes a diagnostic and prescriptive process. Following review and analysis of data, interventions are recommended for students who have been referred for academic, behavioral, emotional, and health related concerns. Students are progress monitored. The RtI/CPST team usually consists of administration, psychologist, ESE specialist, social worker, guidance counselor, reading coach, math coach, ESOL coordinator, and classroom teachers. Parents are also invited to attend. Members of the RtI/CPST team meet bi weekly and employ the three tier intervention model which is outlined below:

•Tier 1 students are those students who are demonstrating success with core curriculum in reading and math and/or with regular classroom or behavior management techniques.

•Tier 2 students are those students who score below proficient levels on universal screenings, other assessments, or who are not successful with regular classroom or behavior management techniques. At the Tier 2 level, teachers develop interventions and methods of progress monitoring for said interventions. Academic and behavioral data are recorded and graphed to determine the viability of the intervention(s). Teachers maintain and monitor the progress or lack thereof. If the

graphed data demonstrate that the interventions are not viable, the teacher can request a meeting with the RtI /CPST to develop and implement Tier 3 interventions.

•Tier 3 students are those students who continue to demonstrate non-proficiency in academics and/or behavior despite precise implementation of Tier 2 interventions. The RtI/CPST team will meet regarding the student. At said meeting, teachers provide information pertaining to the employed Tier 2 intervention(s) and the progress monitoring status; data are reviewed. Based on the consensus of the team, existing interventions will be modified or new interventions will be developed based on area(s) of need. Additional data may be requested in the form of observations and diagnostic testing which will be assigned to RtI/CPST members. When teachers have a minimum of four data points, the RtI/CPST will reconvene. Data from all sources will be reviewed and graphed to determine next steps. If the interventions have been successful, continued maintenance will ensue or interventions will be delivered with decreased intensity or faded. If the interventions are not viable, new interventions will be determined and subsequently progress monitored. Additionally, at this juncture, the RtI/CPST team may, through consensus, render a decision to refer the student for a comprehensive evaluation.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

Members of the RtI/CPST team contribute to the development and implementation School Improvement Plan by:
• analyzing data, tracking data, and subsequently monitoring the progress of students for academics and behavior at this school.
• reporting general academic, behavioral, and psycho/social trends within the school, grade levels, or accountable subgroups.
• recommending future courses of action for the school based on data analysis for curriculum, professional development, health, social, and psychological services.
Specifically, The school leadership team is comprised of members that are actively involved in the development, implementation and monitoring of the SIP. The leadership team will monitor reports from the SIP committees targeting AYP subgroups. The school leadership team will monitor the progress of students requiring reading intervention quarterly. The SIP Committees chairs and Instructional coaches will share assessment data. The school leadership team will monitor and analyze core content areas through Mini-BATS, QBATs and BAT I and BAT II data. The team will identify areas of weakness, realign instruction and refocus the secondary instructional focus to meet the needs of the students. The school leadership team will conduct daily classroom walkthroughs to ensure the SIP is being implemented consistently and to fidelity through out the grade levels.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

The School RtI Leadership Team, in coordination with the SAC committee, will monitor the progress of the students at North Fork Elementary. During pre-planning, teachers will receive initial training on the RtI process.We will utilize District's Data Warehouse and the State's Progress Monitoring and Reporting System to summarize data.

Describe the plan to train staff on MTSS.

The administration and support staff were trained by the School Psychologist. A subsequent training was conducted for the faculty on August 16, 2011. At aforementioned trainings, the school psychologist presented the RtI process and outlined the assessment indicators and appropriate interventions for each tier. Teachers were debriefed on the RtI/CPST tracking forms and other essential paperwork; forms and paperwork were distributed. On-going training will occur at RtI/ CPST meetings in the course of addressing student needs and working through the tier process. Reading, math, science and writing professional learning communities will continue to address on this topic as needed.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

• Principal, Rendolyn Amaker

- Assistant Principal, Sophia Myers
- Reading Coach, Stephanie Wallace
- ESE Specialist/VE teacher, Yolanda Francis
- Tonya Brown - Curriculum
- Lacrecia Cooper– Guidance Counselor
- Vetia Josephs- ESOL Coordinator
- Emily Henry - Writing Coach
- Kindergarten Reading Teacher Representative, Jefro-Dean Sutherland
- 1st Grade Reading Teacher Representative, Doreen Brown
- 2nd Grade Reading Teacher Representative, Sherylyn Henschel
- 3rd Grade Reading Teacher Representative, Tiara Mocombe/Helen Pittman
- 4th Grade Reading Teacher Representative, Shemetria Sullivan
- 5th Grade - Reading Teacher Representative, Shawana Smith

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

North Fork will develop a culture of reading throughout the school, monitor instructional fidelity, and provide feedback to teachers regarding their reading instruction. The reading coach provides reading assessment data and reports on grade level and school-wide trends to determine areas of strengths and weaknesses; the reading coach also provides or arranges for necessary professional development and models instructional delivery. The Grade level reading representatives bring information to and obtain feedback from their respective levels regarding the implementation of reading programs at this school. The ESOL coordinator assists in ensuring that ELL students are being instructed with appropriate ESOL materials. The media specialist oversees the implementation of the Accelerated Reader program. The ESE Specialist assists in monitoring the reading progress of special education students.

What will be the major initiatives of the LLT this year?

The LLT team will initiatives this year:
•Provide all teachers with phonics charts for their classroom and ensure that teachers are conducting reviews in phonics each day.
•Create additional time for silent reading for all students during the school day.

•Increase use of Accelerated Reader.

•Increase Read Alouds for vocabulary development.

•Provide virtual field trips to build background knowledge, vocabulary, and comprehension.

•Host a Readers' Theater Day on Dr. Seuss' birthday with partner volunteers serving as readers for our students.

•Continue to have all teachers label objects in classrooms.

•Create Book Buddies across grade levels (5th Grade partners with Kindergarten)

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/18/2012)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

To ensure school readiness, Head Start (HS) Program has implemented a new literacy, math and science curricula in North Fork's Head Start Programs. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better-prepared students to succeed in Kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program.

Regarding the logistics of registering students at the elementary schools, the Head Start program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and time lines to all families participating in the program. The HS family service support team and the HS teachers provide ongoing guidance to the HS families by

indicating the students' corresponding home school, immunization requirements and dates scheduled for kindergarten roundup at those schools.

North Fork Elementary has Kindergarten Roundup during the spring. The Kindergarten Roundup assist parents and students who are transitioning from Preschool to Kindergarten. Parents and students are better prepared to understand the components and the expectations of the educational process of the Broward County School System. The following topics will be discussed: enrollment information, curriculum information, readiness skills, and establish an open line of communication between the school and home.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

N/A

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In grades 3 - 5, 19%(19) achieved proficiency on the FCAT Reading.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
In grades 3 - 5, 19%(19) achieved proficiency on the FCAT Reading.	By June 2013, 48% (85) in grades 3 – 5, of the students will achieve Level 3 proficiency In Reading on FCAT 2.0

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students do not demonstrate grade level appropriate vocabulary	1.1. Teacher will increase vocabulary focus by incorporating the Elements of Vocabulary program into their reading block on a weekly basis.	1.1. Reading Coach	1.1. Program assessment data will be analyzed and discussed bi-weekly	1.1. Classroom walkthrough data sheets and logs, miniassessment data
2	1.2. The lack of reading outside of school impacts student stamina	1.2. Students will participate in the Accelerated Reader, Reading Across Broward and Book-it programs Students will utilize a reading log.	1.2. Reading Coach	1.2. Collect analyze and discuss program reports; student' reading list on a monthly basis Weekly Data Chats Teacher/Coach Teacher/Student Classroom walkthrough	1.2. Classroom walkthrough data sheets and logs, Mini-Assessment data
3	1.3. 86% of level 3 students have a lack of fluency	1.3. A "Breakfast of Champions" morning reading program will be established during which identified level 3 students will be paired with first and second graders. The level three students will read aloud to the younger students.The level 3 students will be trained to be readers. Practice time will be provided in order to build fluency. Students will meet weekly in the cafeteria following breakfast. Level 3 students will be given 1 minute timed passages weekly at a center and results will be graphed. Implementation of the AR	1.3 Reading Coach	1.3. Weekly Data Chats Teacher/Coach Teacher/Student Weekly Classroom Walkthrough Discuss observations in Team Meetings/Data Chats	1.3. AR data reports Program Specific assessment FAIR

		Program Six Minutes Solution Quick Reads			
4	1.4 Lack of Fidelity of implementation of Treasurers reading series	1.4 New teachers will go to Treasurers Training. All teachers will attend a PLC bi-weekly to front load themselves on materials needed to effectively teach the series.	1.4 Reading Coach	1.4 Administration will be aware of the IFCs' upcoming focus and monitor implementation through Classroom walkthroughs Weekly Data Chats Teacher/Coach Teacher/Student Classroom walkthrough	Effectiveness will be determine through mini-assessment data Treasures data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	100% (3) of the students taking the FAA were Proficient
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (3) of the students taking the FAA were Proficient	By June 2013, 100% (3) of the students taking the FAA will be proficient

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1B. The lack of reading outside of school impacts student stamina	1B.2. Students will participate in the Accelerated Reader, Reading Across Broward, Breakfast of Champions and Book-it programs Students will utilize a reading response log.	ESE Specialist	Collect analyze and discuss program reports; student' reading list on a monthly basis Weekly Data Chats w/ Teacher/Coach Teacher/Student Classroom walkthrough	Classroom walkthrough data sheets and logs, Mini-Assessment data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	21%(22) of the students in grades 3 through 5 achieved above proficiency, scoring Level 4 or Level 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18%(32) of the students in grades 3 through 5 achieved above proficiency, scoring Level 4 or Level 5	By June 2013, 18% (32) of the students in grades 3 through 5 will achieve above proficiency, scoring Level 4 or Level 5.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	2.1. Students have a lack of experience in reading for research	2.1. Students will collaborate with peers in project/research-based learning. (Cross-curricula research in Science and Social Studies)	Reading Coach/AP	2.1. Students will present project/research to peers. Presentations will be rated through the use of a rubric Classroom walkthrough Weekly Data Chats Teacher/Coach Teacher/Student	2.1. Project rubric Classroom walkthrough data sheets and logs, mini-assessment data
2	2.2. There are limited opportunities to analyze and discuss data	2.2. Establish PLC to discuss effective strategies to analyze data	Reading Coach/AP	2.2. A set of higher leveled questions will be used to stimulate discussion. Rubric will be used to rate students' response to essential questions	2.2. Rubric Teacher observations Classroom walkthrough data sheets and logs, mini-assessment data
3	2.3 Teachers possess limited experience facilitating novel studies	2.3 Teacher will participate in novel study training The reading coach and teachers will design a novel study guide. Novel study will be implemented. Members of the literacy team will co-facilitate a novel study session monthly	2.3 Literacy Team: Reading Coach, primary teacher, intermediate teacher	2.3 Classroom walkthroughs Review and discuss novel study guide.	2.3 Study guide schedule of novel study meetings, Mini BAT assessments
4	2.4 Teachers/student lack the ability to ask/answer Higher Order questions.	2.4 Professional Development Webb's Collaborative Planning A set of higher leveled questions will be used to stimulate discussion.	2.4 Reading Coach	2.4 Classroom walkthrough Weekly Data Chats Teacher/Coach Teacher/Student	2.4 Rubric Teacher observations Classroom walkthrough data sheets and logs, mini-assessment data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	68% students, of the students in grade 4 and grade 5, as well as retained 3rd graders made Learning Gains in Reading
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
68% students, of the students in grade 4 and grade 5, as well as retained 3rd graders, made Learning Gains in Reading	By June 2013, 71% (129)of the students will achieve learning gains as measured by the Reading Portion of the 2012 FCAT.

<div align="center">

Problem-Solving Process to Increase Student Achievement

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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1 Although the students are making learning gains,due to lack of background knowledge, some students have gaps on their learning.	3.1. Students needing more guided practice will have access to technology that will help build background knowledge United Streaming Virtual field trips	3.1. Assistant Principal	3.1. Collect, analyze, and discuss program reports Classroom walkthroughs Weekly Data Chats Teacher/Coach chats Teacher/Student	3.1. Classroom walkthrough data sheets and logs, mini assessment data Checkpoints
2	3.2. Lack of opportunity for reinforcement in technology	3.2. FCAT Explorer Compass Odyssey	3.2. Reading Coach Assistant Principal	3.2. Classroom walkthrough Weekly Data Chats Teacher/Coach Teacher/Student	3.2. Program Reports
3	3.3. Students lack of comprehension skills	3.3. FCAT Explorer Compass Odyssey	3.3. Reading Coach Assistant Principal	3.3 Classroom walkthrough Weekly Data Chats Teacher/Coach Teacher/Student	3.3. Mini-BATs and Checkpoint assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	By June 2013, 100% (3) of the students taking the FAA will be proficient
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
100% (3) of the students taking the FAA were Proficient	By June 2013, 100% (3) of the students taking the FAA will be proficient

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Problem-Solving Process to Increase Student Achievement

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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students Can Not Demonstrate Knowledge of Grade Level Vocabulary				
2	Students Lack Background Knowledge				

3	Differentiated Instruction				
4	Although the students are making learning gains, due to lack of background knowledge, some students have gaps on their learning.	Students needing more guided practice will have access to technology that will help build background knowledge United Streaming Virtual field trips	ESE specialist	Collect, analyze, and discuss program reports Classroom walkthroughs Weekly Data Chats Teacher/Coach chats Teacher/Student	Classroom walkthrough data sheets and logs, mini assessment data Checkpoints

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	68% of the students in the Bottom Quartile made Learning Gaines in Reading
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
68% (122) of the students in the Bottom Quartile made Learning Gaines in Reading	By June 2013, 71%(129) of the students identified to be in the Bottom Quartile will make Learning Gains as measured by the Reading Portion of the FCAT 2012.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. Students are deficient in phonics skills.	4.1. Diagnose Data -FAIR -DAR Refer to Struggling Readers Chart to guide intervention instruction Students will receive additional small group instruction from a push in/pull out support	Reading Coach/AP	4.1. Collect, analyze, discuss student data Support logs will be completed. Classroom walkthrough Weekly Data Chats Teacher/Coach Teacher/Student- To ensure small groups are being implemented with fidelity	4.1. Programs Assessments Logs Classroom walkthrough data sheets and logs, mini assessment data Checkpoints
2	4.2. There is a lack of students reading outside the reading block. The lack of reading outside of school impacts student stamina.	4.2. Students will complete an interest inventory. High interest and low readability materials will be available. Additionally, An independent student log with follow up activity will be create based on the student's reading level.	Reaading Coach/AP	4.2. Students will maintain a Reading Log. The Reading Logs will be monitored weekly to check students' progress.	4.2. Completed Reading logs
3	4.3 Students do not demonstrate grade level appropriate vocabulary	4.3. Students will use graphic organizers, non linguistic representations, personal clues to learn essential vocabulary.	Reading Coach/AP	4.3. Student classroom work will demonstrate word knowledge.	4.3. Student vocabulary journal

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap	Reading Goal # By 2016-2017, 75% of the students in grades 3 – 5 will be proficient in reading

by 50%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	25%	35%	45%	55%	65%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Based on the results of the 2012 FCAT, 26% Black students did not make Adequately Yearly Progress in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012, FCAT results, 26% scored Level 3 or above on the Assessment.	By June 2013, 50% of the Black students will score Level 3 or higher on the Reading Portion of the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5A.1. Teachers need to increase their knowledge of specific instructional techniques for small group instruction	5A.1. Teachers will be trained in specific instructional techniques that support struggling readers. Members of the literacy team will provide implementation support and monitoring of strategies used.	Reading Coach/AP	5A.1. Weekly Classroom walkthrough Weekly Data Chats Teacher/Coach Teacher/Student- To determine if student achievement is increasing	5A.1. Weekly support logs Mini BATs Weekly assessments Selective passages Rubric of passages Student notebook of strategies.
2	5A.2. Students' needs are extensive and additional instructional time is needed to accelerate learning	5A.2. Extended learning opportunities will be provided before and afterschool as well as on Saturdays.	Reading Coach/AP	5A.2. Collect, analyze, discuss student data. teacher push in, pull out schedules and logs. Classroom walkthroughs Weekly Data Chats Teacher/Coach Teacher/Student	5A.2. Reading program Assessment BATs Mini-BATs Attendance reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Based on the 2012 FCAT results, 26% of the students were proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012, FCAT results, 26% of the students were proficient.	By June 2013, 30% of the Economically Disadvantaged Students will be proficient.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Students' needs are extensive and additional instructional time is needed to accelerate learning Limited background knowledge and experience	5D.1. KG-5th Grade students will participate using individualized /specific strategies based on deficiency(s) (Super QAR & Soar to Success) in comprehension 1st -5th Grade students will participate in reading strategy (Six Minutes Solutions) to improve oral reading fluency	Reading Coach/ Ap	5D.1. Student schedule Collect, analyze, discuss student data Observation/Assessment Classroom walkthrough Weekly Data Chats Teacher/Coach Teacher/Student Team Quarterly Discussion	5D.1. Reading program Assessments FAIR ORF Rigby DAR Mini BATs (Quarterly) FCAT scores

KG-5th Grade students will participate in monthly Buddy Reading to practice oral reading fluency

KG-5th will be exposed to a rigorous critical questioning strategy using WEBB's Depth Of Knowledge

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Analysis	Adm	School wide	School wide	Monthly- on going	CWT; student groupings	Adm
Literacy Learning Community	K- 5 Sharing Best practices	Reading Coach/ Curriculum Specialist	School Wide	Early Release 9/27/2012	Debriefings, Meeting Minutes	Reading Coach/ AP
Differentiated Instruction/ Centers	K - 5	Reading Specialist	School Wide	Monthly	Debriefing, meeting Minutes	Reading Coach
Reading Series - front leading - Treasurers/Triumphs	K- 5	Reading Specialist	School wide	Weekly/Tuesdays	CWT	Adm/ Curriculum Specialist
Vocabulary Building/Word Walls	K-5	Reading Coach/ Curriculum	School Wide	Monthly	CWT	Reading Coach
Integration of technology	K- 5	District Support	School Wide	Monthly	CWT	District Support
FAIR Training	K-5	Reading	School Wide	September	FAIR data	Reading Coach
Fundations Training	K- 3	District Support	K - 3	September - on going	CWT	Reading coach District Support
Interventions/Supplemental materials- STARS; Super QAR; Soar to success; Six Minute solution; elements of vocabulary	3-5	Reading Coach	3 -5	Monthly - on going	CWT	AP

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Accelerated Reader Program	Computer based Reading Program	Internal Budget	$500.00
Treasures/ Triumpns reading series	Core Reading program	District	$1,000.00

			Subtotal: $1,500.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Explorer	Reading Tutorials	State	$0.00
Accelerated Reader	Reading Assessment	SIG	$1,000.00
Success Maker	Reading Tutorial/Assessment	SIG	$15,000.00
IMACs	Computers	SIG	$10,000.00
			Subtotal: $26,000.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Interventions/Supplemental materials	Reading Interventions	SIG	$2,000.00
Treasures Reading Series	Reading Training	Title I - Professional Development	$1,000.00
Daily 5	Reading Training	Title 1	$500.00
Instructional Focus	Training	Title 1	$1,000.00
Differentiated Instruction	Training	Title 1	$1,000.00
			Subtotal: $5,500.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Extened Learning - Reading Camp	Stipends for reading camp	SIG	$10,000.00
Instructional materials	Instructional materials	SIG	$2,500.00
Extended Learning Materials	Materials for camo	Title 1	$3,000.00
Scholastic News	Reading Materials	Media Funds- general budget	$100.00
Weekly Readers	Reading Materials 1- 5	Media Funds - general budget	$400.00
Library Books	Reading Books	Media Funds - general budget	$900.00
			Subtotal: $16,900.00
			Grand Total: $49,900.00

End of Reading Goa

Comprehensive English Language Learning Assessment (CELLA) Goals

When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	
2012 Current Percent of Students Proficient in listening/speaking:	

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.				
2. Students scoring proficient in reading. CELLA Goal #2:				
2012 Current Percent of Students Proficient in reading:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing. CELLA Goal #3:				
2012 Current Percent of Students Proficient in writing:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Elementary School Mathematics Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	In grades 3-5, 22% (34) students will achieve proficiency in the FCAT Math 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The number of 28% (50) students scoring Level 3 in grades 3-5 will increase by a minimum of 3% on the 2013 FCAT 2.0	In grades 3-5, 38% (39) students will achieve proficiency on the FCAT Math 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The lack of rigor in the student assignments.	1.1. During lesson planning/preparation, begin using the 8 principles of CCSS to increase the level of rigor in students assignments	1.1. Math Coach Assistant Principal	1.1. Math Coach and administration will complete will conduct daily classroom walkthroughs (CWT), record, collect, analyze and discuss data according to the timeline in the District Instructional Focus Calendar (IFC). Data chats will be conducted with administrators, teachers and leadership team	1.1 Classroom Walk-Throughs, Big Idea Test
2	1.2. Students have difficulty retaining vocabulary and information introduced during math lessons	1.2. Students will utilize math journals on a daily basis	1.2 Math Coach Administrators	1.2 Teachers will conduct formative assessments and students may use their journals as a reference	1.2 Chapter Tests, Big Idea Tests, textbook created formative assessments teacher-created formative assessments
3	1.3. Inconsistent use of center-based assignment rubrics (so students know how the assignment/activity will be evaluated)	1.3. Students follow assignment rubric to complete center activities designed to reinforce lessons several times a week	1.3. Math Coach Assistant Principal	1.3. Math coach and Administration will review student center folders on a weekly basis with a focus on the connection between completed assignments and rubricformative assessments and students may use their note-taking books as a reference.	1.3. Student center folders Completed center assignments
4	1.4 Students have limited opportunities for continuous spiral enrichment.	1.4 Targeted Level 3 students will participate in extended learning opportunities (ELO) after regular school hours.	1.4 Math Coach Assistant Principal	1.4 Record, collect, analyze and discuss data gathered from program supplied assessments specific to the ELO resources.	1.4 Program supplied assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1B.1 Students have limited opportunities for continuous spiral enrichment	1B.1 Targeted students will participate in extended learning opportunities (ELO) after regular school hours	1B.1 Math Coach ELO Coordinator Administrators	1B.1 Record, collect, analyze and discuss data gathered from program supplied assessments specific to the ELO resources	1B.1 Program supplied assessments
2	1B.2 Lack of opportunity for struggling students to receive additional one-on-one instruction	1B.2. Identified students will receive double-dose instruction through push-in support (focusing on weak skills and deficient benchmarks)	1B.2. Math Coach Administrators	1B.2. Push-In Support schedule Classroom Walkthroughs (CWT)	1B.2. Mid-Chapter Test Chapter Test Benchmark Assessments
3	1B.3. Limited opportunities for students to use computer-based programs (aligned to state standards)	1B.3. Computer lab schedule will be developed, students will complete chapter and benchmark assessments on the computer	1B.3. Math Coach Assistant Principal	1B.3. Classroom Walkthrough (CWT) during computer lab times, collect data from student performance reports	1B.3. Chapter Test Benchmark Test Think Central Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In grades 3-5, 4% (6) of the students achieved proficiency at Level 4 or 5 on FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The number of students 10% (17) scoring Levels 4 and 5 in grades 3-5 will increase by a minimum of 3% on the 2013 FCAT 2.0	By June, 2013, students in grades 3-5, 10%(17) will achieve proficiency at Levels 4 or 5 on the Math portion of the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Level 4-5 students need to be given a variety of assignments to challenge their ability on a	2A.1. Identified students will receive enrichment opportunities through resources in the math lab	2A.1. Math Coach Assistant Principal	2A.1. Classroom Walkthrough (CWT) during math lab times (enrichment block), collect data on student	2A.1. Think Central Big Idea Projects Math Lab activities

	consistent basis	(focus on maintaining and increasing level of performance)		performance	
2	2.2. 2A.2. Insufficient opportunity for Level 4-5 students to engage in project-based learning	2A.2. Through math class and STEM Lab, students will engage in project-based learning activities	2A.2. Math Coach Administrators	2A.2. Classroom Walkthroughs (CWT) during STEM lab, Assignment rubrics	Completed STEM projects
3	2A.3. Teachers' inconsistent use of effective questioning strategies (higher order thinking)	2A.3.Teacher will participate in weekly Professional Learning Communities (PLC) with a focus on higher order effective questioning strategies	2A.3. Math Coach Administrators	2A.3. Classroom Walkthroughs (CWT) Review of Lesson Plans (Marzano – Domain 2)	2A.3. Benchmark Assessments Mock FCAT Assessments
4					
5					
6					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2B.2. Lack of opportunity for struggling students to receive additional one-on-one instruction	2B.2. Identified students will receive double-dose instruction through push-in support (focusing on weak skills, and deficient benchmarks)	2B.2. Math Coach Administrators	2B.2. Push-In Support schedule Classroom Walkthroughs (CWT)	2B.2. Mid-Chapter Test Chapter Test Benchmark Assessments
2	2B.3. Limited opportunities for students to use computer-based programs (aligned to state standards)	2B.3. Computer lab schedule will be developed, students will complete chapter and benchmark assessments on the computer	2B.3. Math Coach Assistant Principal	2B.3. Classroom Walkthrough (CWT) during computer lab times, collect data from student performance reports	2B.3. Chapter Test Benchmark Test Think Central Reports
3					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.	
	In grades 3-5, 61% (64) of the students made learning gains

	Mathematics Goal #3a:			on the FCAT Math 2013.	

2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 67% (66) of the students made learning gains on the FCAT Math 2012.	By June 2013. Students in grades 3-5, 64% (67) will make learning gains on the FCAT Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. Students have difficulty retaining vocabulary and information introduced during math lessons	3A.1. Student swill utilize math journals on a daily basis	3A.1. Math Coach Administrators	3A.1. Teachers will conduct formative assessments and students may use their journals as a reference	3.1. Chapter Tests, Big Idea Tests, textbook created formative assessments, teacher-created formative assessments. Classroom walkthrough data sheets and logs, miniassessment data
2	3A.2. Students have difficulty initially understanding math concepts.	3A.2. Selected students will participate in teacher-directed small group instruction for remediation on a daily basis.	3A.2. Math Coach Assistant Principal	3.A.2. Record, collect, analyze and discuss data according to the timeline in the District Instructional Focus Calendar\n\nTeachers will conduct daily informal assessments at the end small group instruction	3A.2. Chapter Tests, Big Idea Tests, formative assessments
3	3A.3. Teachers require additional training on how to effectively differentiate instruction and utilize GO MATH components	3A.3. Teachers will comprise a weekly Front Loading plan that will incorporate the components of the GO MATH lessons including differentiated learning centers and technology	3A.3. Math Coach Assistant Principal	3A.3. Weekly departmental collaboration with teachers to discuss and create Front Loading plan for the upcoming week	3A.3. Classroom Walk-throughs to insure lessons are differentiated Lesson Plans
4					
5					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.\n\nMathematics Goal #3b:	0%\n(0) student

2012 Current Level of Performance:	2013 Expected Level of Performance:
The number of students making learning gains in mathematics on the Florida Alternative Assessment will increase by 50% .	50%\n(1) student

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students Can Not Demonstrate Knowledge of Grade Level Vocabulary				
2	Students Lack Background Knowledge				
3	Differentiated Instruction				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	In grades 3-5, 77% (23) of the students made learning gains on the FCAT Math 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 77% (23) of the students made learning gains on the FCAT Math 2011.	In grades 3-5, 80%(25) will make learning gains on the FCAT Math 2013.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. Students have difficulty initially understanding math concepts.	4.1. Students will participate in teacher-directed small group instruction for remediation on a daily basis with a greater emphasis on developing concepts from concrete to abstract thinking through the use of manipulatives as an instructional aid.	4.1. Math Coach Assistant Principal	4.1. Record, collect, analyze and discuss data according to the timeline in the District Instructional Focus Calendar Teachers will conduct daily formative assessments at the end of the small group instruction session.	4.1. Lesson Plans, Authentic student work, Math Notebooks, Chapter Tests
2	4.2. Students have difficulty retaining information and vocabulary learned during a math lesson	4.2. Targeted Level 1 students will participate in extended learning opportunities (ELO) after regular school hours.	4.2. Math Coach Assistant Principal	4.2. Record, collect, analyze and discuss data gathered from program supplied assessments specific to the ELO resources.	4.2. Program supplied assessments.
3	4.3. Lack of teacher knowledge of the appropriate use of manipulatives.	4.3. Teachers will participate in professional development opportunities focusing on the appropriate use of manipulatives, the GRAB & GO kits, and Online Interventions during classroom instruction.	4.3. Math Coach Assistant Principal	4.3. Record, collect, analyze and discuss data according to the timeline in the District Instructional Focus Calendar, Differentiated Centers	4.3. Chapter Tests, Big Idea Tests, formative assessments.
	4.4. The lack of opportunities for students to work	4.4. Students will complete teacher-created	4.4 Math Coach Assistant Principal	4.4. Students will complete teacher-created,	4.4 Student center folders, completed

4	cooperatively on hands-on-activities.	independent leveled center activities several times a week; including the leveled readers provided by the GO Math! Series.		independent leveled center activities several times a week; including the leveled readers provided by the GO Math! Series.	center assignments

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # In six years, achievement gap will be reduced by 50% 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	43%	48%	54%	59%	64%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Based on the result of the 2012 FCAT, Black students did no make Adequately Yearly Progress in Math
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percentage of student in our Black subgroup not meeting proficiency will decrease by 10%	By June 2012, 64% of the Black students will score Level 3 o higher on the Math Portion of the FCAT.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5A.1. White: Black: Hispanic: Asian: American Indian: Students have difficulty initially understanding math concepts.	5A.1. Students will participate in teacher-directed small group instruction for remediation on a daily basis.	5A.1. Math Coach Assistant Principal	5A.1. Record, collect, analyze and discuss data according to the timeline in the District Instructional Focus Calendar Teachers will conduct daily formative assessments at the end of the small group instruction session.	5A.1. Chapter Tests, Big Idea Tests, formative assessments.
2	5A.2. Students have difficulty initially understanding math concepts.	5A.2. Students will participate in additional push in /pull out small group to reinforce the classroom instruction.	5A.2. Math Coach Assistant Principal	5A.2. Record, collect, analyze and discuss data gathered from the Beginning, Middle and End of Year Assessments.	5A.2. GO Math! Beginning, Middle and End of Year assessments
3					
4	5A.3. Students have not been given enough opportunities to use hands-on-materials to increase their understanding of math	5A.3. All students will be instructed using manipulatives when appropriate, with teacher modeling the use of manipulatives.	5A.3. Math Coach Assistant Principal	5A.3. Record, collect, analyze and discuss Chapter Test Data.	5A.3 Go Math! Chapter Tests.

5	5A.4. The lack of opportunities for students to work cooperatively on hands-on-activities.	5A.4. Students will complete teacher-created independent leveled center activities several times a week; including the leveled readers provided by the GO Math! Series.	5A.4. Math Coach Assistant Principal	5A.4. Students will complete teacher-created, independent leveled center activities several times a week; including the leveled readers provided by the GO Math! Series.	5A.4. Student centered folders, completed center assignments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	NA	
2012 Current Level of Performance:	2013 Expected Level of Performance:	
NA	NA	

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	NA	
2012 Current Level of Performance:	2013 Expected Level of Performance:	
NA	NA	

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	74%(114) of Economicially Disadvantaged students scored a level 3 on the Math FCAT.	

2012 Current Level of Performance:	2013 Expected Level of Performance:
The percentage of economically disadvantaged student not making satisfactory progress will decrease by 10%	By June 2013, 64% (98) Economically Disadvantaged students will score at or above a level 3 on the FCAT.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D1 Students have difficulty initially understanding math concepts.	5D1 Students will participate in teacher-directed small group instruction for remediation on a daily basis.	5D1 Math Coach Assistant Principal	5D1 Record, collect, analyze and discuss data according to the timeline in the District Instructional Focus Calendar Teachers will conduct daily formative assessments at the end of the small group instruction session.	5D1 Chapter Tests, Big Idea Tests, formative assessments.
2	5D.3. Teacher knowledge of the appropriate use of manipulatives.	5D.3. Teachers will participate in professional development opportunity focusing on the appropriate use of manipulatives during classroom instruction	5D.3. Math Coach Assistant Principal	5D.3. Record, collect, analyze and discuss data according to the timeline in the District Instructional Focus Calendar	5D.3. Chapter Tests, Big Idea Tests, formative assessments
3	5D.2. Students have difficulty initially understanding math concepts.	5D.2. Students will participate in additional push in /pull out small group to reinforce the classroom instruction.	5D.2 Math Coach Assistant Principal	5D.2. Record, collect, analyze and discuss data gathered from the Beginning, Middle and End of Year Assessments.	5D.2. GO Math! Beginning, Middle and End of Year assessments
4	5D.4. Students have not been given enough opportunities to use hands-on-materials to increase their understanding of math concepts.	5D.4. All students will be instructed using manipulatives when appropriate, with teacher modeling the use of manipulatives.	5D.4. Math Coach Assistant Principal	5D.4. Record, collect, analyze and discuss Chapter Test Data.	5D.4 Go Math! Chapter Tests.
5	5D.5. The lack of opportunities for students to work cooperatively on hands-on-activities.	5D.5. Students will complete teacher-created independent leveled center activities several times a week; including the leveled readers provided by the GO Math! Series.	5D.5. Math Coach Assistant Principal	5D.5. Students will complete teacher-created, independent leveled center activities several times a week; including the leveled readers provided by the GO Math! Series.	5D.5. Student centered folders, completed center assignments.

End of Elementary School Mathematics Goal

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Go Math	K- 5	Math Coach	School wide	Preplanning	Journal Entries; CWT	Math Coach/AP
Grab and Go	K- 5	Math Coach	School wide	Tuesday- Planning	Lesson Plans	AP
Go Math - front loading	K- 5	Math Coach	School Wide	Wednesday - afterschool	Lesson Plans	AP/Principal
Common Core	K-2	District	K-2	Thursdays	Lesson Plans	Math Coach/AP
NGSSS	3 -5	District	3-5	Thursday	Lessson Plans	Math/AP

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Go Math	Student assessment	District	$2,080.00
Go Math	Textbooks	District	$5,000.00
			Subtotal: $7,080.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Explorer	Math Tutorial	State	$0.00
Successmaker	Math Tutorial	SIG	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Go Math	Materials	District	$0.00
Grab and Go	Materials	General Budget	$1,000.00
Go Math - Front loading	Stipends	SIG	$1,000.00
Common core	materials	SIG	$2,000.00
NGSSS	Materials	SIG	$2,000.00
Instructional Focus	Training	Title 1	$1,000.00
Differentiated Instruction	Training	Title 1	$1,000.00
			Subtotal: $8,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Extended learning	Stipends	SIG	$5,000.00
Extended learning	stipends	Title 1	$5,000.00
ELO Materials	Materials	Title 1	$1,000.00
			Subtotal: $11,000.00
			Grand Total: $26,080.00

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	On the 2012 Science FCAT, 22% of 5th graders were profienct on the Science portion of the FCAT.

2012 Current Level of Performance:	2013 Expected Level of Performance:
By June 2013, level of proficiency in 5th Science will increase by 5%.	By June ,2013, 27% of the students in grade 5 will achieve proficiency in Science.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students lack prior knowledge in interactive science concepts 3-5. Additionally, students have difficulty retaining information and vocabulary from science lessons.	1.1. Provide teachers with common planning time and appoint a science lead aon each grade level to insure that science instruction is occurring on a daily basis using the Science Instructional Focus Calendar . Students will complete activities included in Fusion Enrichment book. Students will utilize and maintain Science Notebooks on a daily basis.	1.1. Science Coach Magnet Coordinator Administration	1.1. The science coach will meet with each lead teacher biweekly to review student notebooks. Conduct classroom walkthroughs to insure instruction is taking place on a daily basis. Review and analyze student assessment data. Data Chats after every Mini assessment with teacher and student to monitor Science Notebooks using Science School-wide Rubric	1.1. Checkpoints Mini Assessments BAT Assessments I and II Student Notebooks /Rubric Chapter Test
2	1.2. Students lack prior knowledge in process skills	1.2. Students will be exposed to science process skills through Inquiry/Hands-on experiences on a weekly basis. Science notebooks will be used for note- taking. Integrated lessons using the 5 E model of teaching will be implemented.	1.2. Science Coach Magnet Coordinator Administration	1.2 Teachers will assess and interpret post-activity formative and summative assessments. Teachers will conduct daily formative assessments and students will use Science Lab forms to record Science Inquiry . Classroom Walk Throughs	1.2. Lab Reports Mini Assessments BAT Assessments I and II Student Notebooks K-5 Program Supplied assessments
3	1.3. Students have difficulty in retaining information, communicating effectively in writing and using science appropriate vocabulary	1.3. Students will use science notebooks in all grade levels. Grade level word walls/banks Lab Reports Science Stations Leveled Science Books/ Centers	1.3. Science Coach Magnet Coordinator Administration	1.3. Review science notebooks using a Science Rubric. Authentic Student Work Record, collect, analyze and discuss data according to the timeline in the District Instructional Focus Calendar	1.3. Science notebook rubric Mini Assessments Student Notebooks K-5 Program Supplied assessments Authentic Student Work
4					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	No data available.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
No data available.	By June 2013, 100% (2) of the students taking the Florida Alternate Assessment will be successful.			

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack prior knowledge in interactive science concepts 3-5. Additionally, students have difficulty retaining information and vocabulary from lesson.	Students will utilize and maintain science notebooks on a daily basis.	Science Coach Magnet Coordinator Administration	Assessment with teachers and students to monitor science notebooks using a science school-wide rubric.	Checkpoints Mini-Assessments BAT Assessments I and II Student notebooks Chapter Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Results from the 2012 Science FCAT show that 0% of the students in fifth grade achieved above proficiency scoring level 4 or level 5.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Results from the 2012 Science FCAT show that 0% of the students in fifth grade achieved above proficiency scoring level 4 or level 5.	By June, 2012, 4% of the students in grade 5 will achieve levels 4 or 5, above proficiency in science.			

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Level 4/5 students need to be giving additional opportunities to complete work that challenge their ability on a consistent basis.	2.1. Targeted students will participate in extended learning opportunities where they will complete Delta Kit Challenges. Students will be required to complete Big Idea Science Lab Sheets.	2.1. Science Coach Magnet Coordinator Administration	2.1. Review and analyze student assessment data on a biweekly basis. Data chats will be conducted to plan curriculum and meet student needs. Teachers and Students will present Lab reports and Science Boards at the end of Quarter 3 on Early Release Day	2.1. Delta Kit Challenges Chapter test/Teacher created tests Mini Assessments BAT I and I Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

	2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	No data available.
	2012 Current Level of Performance:	**2013 Expected Level of Performance:**
	No data available.	By June 2013, 50% (1) of the students will score at or above Achievement Level 7 in science.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Students lack prior knowledge in process skills.</td><td>Students will be exposed to science process skills through Inquiry/Hands-on experiences on a weekly basis.

Science notebooks will be used for note-taking.
Integrated lessons using the 5E model of teaching will be implemented.</td><td>Science Coach

Magnet Coordinator

Administration</td><td>Teachers will assess and interpret post-activity formative and summative assessments.

Teachers will conduct daily formative assessments and students will use Science Lab forms to record science inquiry.

Classroom walk-throughs.</td><td>Lab Reports

Mini-Assessments

BAT Assessments I and II

Student notebooks K-5

Program supplied assessments</td></tr>
</table>

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Using Student Data to Differentiate Science Instruction	Science K - 5	Paniagua	PLC Science Grades K-5	Early Release and Weekly Team Meeting	Classroom walk-throughs Review Student Science Journal Lesson Study	Administration
Interactive Science Labs and Inquiry	Science K-5	Paniagua	PLC Science Grades K-5	Early Release and Weekly Team Meeting	Classroom walk-throughs Review Student Science Journal Lesson Study	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

Fusion Science - Replenish	Science Textbook	District	$0.00
			Subtotal: $0.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
iPADS	Technology	SIG	$5,000.00
iMACS	Computers	SIG	$5,000.00
Printers	Printer	SIG	$3,000.00
APPS for iPAD	APPS	SIG	$200.00
Telescope	Telescope	SIG	$1,000.00
			Subtotal: $14,200.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
STEM Conference	Training	SIG	$1,000.00
5E Model	Materials	Title 1	$500.00
Instructional Focus	Training	Title 1	$1,000.00
Differentiated Instruction	Training	Title 1	$1,000.00
			Subtotal: $3,500.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
Extended learning - Science Camp	Stipend for teachers for camps	SIG	$10,000.00
Extended learning materials	Materials utilized for camp	SIG	$3,000.00
Instructional materials	Materials	SIG	$2,500.00
			Subtotal: $15,500.00
			Grand Total: $33,200.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Based on the results of the 2012 FCAT, 83%(38) of the fourth grade students were proficient in Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the results of the 2012 FCAT, 83%(38) of the fourth grade students were proficient in Writing.	By June 2013, 86%(48) of fourth grade students will score a level 4.0 or higher on the FCAT in writing.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Insufficient background knowledge to identify with writings prompt subjects.	Provide opportunities through technology (united streaming, distant learning, and internet) for students to gain prior knowledge of various concepts.	Writing Teacher Writing Support	Student journals and writing prompts will be reviewed bi-weekly and evaluated based on rubrics in grade level meetings and in	Teacher evaluation of writing prompts using Rubric.

		Use KWL charts,Think-Pair-Share, and brainstorming activities to expand student knowledge.		conferences with students.	
2	Students lacks experience with writing different genres	Students will integrate writing throughout the content areas through the use of journals.	Writing Teacher Writing Support	Student journals will be reviewed bi-weekly in grade level meetings and in conferences with students.	Student Writing: Journals, portfolios, monthly writing prompts. Pre/Post assessments.
3	Students have limited time for writing practice and conferencing during the writing block.	Implement 90-minute writing block and provide after school writing camp.	Writing Teacher Writing Support Administration	Student journals will be reviewed bi- weekly. Pre/Post assessments will be given to determine effectiveness of the program.	Monthly writing prompts, pre/ post assessment results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Based on results of the 2012 Florida Alternate Assessment 100% (2) of the fourth graders were proficient in Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on results of the 2012 Florida Alternate Assessment 100% (2) of the fourth graders were proficient in Writing.	By June 2013, 100% (1) of the fourth grade students will score a 4 or higher on the Florida Alternate Assessment.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Insufficient background knowledge identify with writing topics.	Provide opportunities through technology (united streaming, distant learning, and internet) for students to gain prior knowledge of various concepts. Use KWL cahrts, Think-Pair-Share, and brainstorming activities to expand student knowledge.	ESE teacher Writing teacher Writing Coach	Student will participate in weekly oral and pointing activities using Florida Alternate Assessments materials.	Teacher evaluation of writing prompts using Rubric.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Scoring with a rubric	K-5	Writing Facilitator	School wide	On-going	Teacher scored writing samples	Administration

Instructional Focus	K-5	Writing Facilitator	School wide	On going	Lesson plans; Instructional Focus Calendar	Administartion
Integrating writing across curriculum	K-5	Writing, Reading, Math, Science, and Social Studies Facilitators	School wide	On-going	Writing samples	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Instructional Focus	Training	Title 1	$1,000.00
Differentiated Instruction	Training	Title 1	$1,000.00
Integrating Writing Across Curriculum	Training	SIG	$1,000.00
Scoring with a Rubric	Training	SIG	$1,000.00
			Subtotal: $4,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Extended Learning Camp	FCAT Camp	SIG	$3,000.00
Instructional Material	Materials	SIG	$2,500.00
			Subtotal: $5,500.00
			Grand Total: $9,500.00

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	To decrease the number of students who are excessively tardy or absent.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Current attendance rate for the 2011/2012 school year was 95%	By June 2013, Attendance rate will increase to 97%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
132 Students currently have excessive absences.	100 students are expected to have excessive absences.

2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
72 students with excessive tardies.	60 students with excessive tardies

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Parents frequently change their phone numbers and do not contact the school to update records.	1.1. Parent link call weekly. Call from School personnel. Meet with parents of students with 5 or more absences. Make Social worker referral to offer assistance. Provide parents with supportive parenting articles in the monthly newsletter. Convene CPST meeting. Quarterly party for students with perfect attendance	1.1. Principal Asst. Principal Guidance Counselor Social Worker	1.1. Weekly review of attendance report. Quarterly attendance reports. Send notices home to update contact information.	1.1. Review attendance records to identify students with excessive absences/tardies. Compare current year attendance data with previous year's data. Parent Link messages delivered successfully.
2	1.2. Chronic accumulation of excused and unexcused absences	Parent link call daily. School personnel call home. Social worker visit to home to contact parent for information or response. Use newsletters to support parents to have students attend school regularly and on time. Reward students for Perfect attendance.	1.2. Principal Asst. Principal Guidance Counselor IMT Social Worker	1.2. Weekly review of attendance records. Monthly review of attendance records. Contact and meet with parents concerning absences. Convene parent conferences to discuss attendance.	1.2. Review attendance records to identify students with excessive absences/tardies. Compare current year attendance data with previous year's data.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
BTIP (Broward Truancy Intervention Program) Training	K - 5	District support Staff	BTIP Liaison, IMT, Teachers	September 2012	On going review of BTIP process to enssure effective implementation of model	AP/ Guidance

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
BTIP Resouces	Training for BTIP	Title I	$500.00
			Subtotal: $500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $500.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	To decrease the number of students suspended for a full day of school from 24 students to 20 students.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
115 in-school suspensions	100 in-school suspensions
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
61	50
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
30 Out of school suspensions	25 Out of school suspensions
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
24 students	20 students
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Staff members need additional training in behavior management strategies but resources are limited.	1.1. Provide training in researched based behavior management strategies. Call parents when students' misbehavior increased and convene a conference.	1.1. Asst. Principal Classroom teachers	1.1. Review of referrals written. Classroom observations.	1.1. Compare attendance data form current year; CWT

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPS	Entire Staff	District	School wide	October 2012	Journal Responses and workshop feedback	Principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
CHAMPS	Books and training	Title 1	$600.00
			Subtotal: $600.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Book study - The Shark and the Goldfish: Positive Ways to Thrive	Books; Journals	Title 1	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,600.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	By June, 2013, parent participation at parent workshops, and events will increase to 43% of students' parents.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Currently 40% (170) of North Fork parents attended parent/family events.	By June 2012, parental involvement will increase to 43%.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Parent events are usually held in the evenings, which don't allow parents adequate time to get home, feed the family, find a baby-sitter and return to the school.	1.1. The School will host Parent in-service nights and provide care for small children, and serve refreshments	1.1. Guidance Counselor Title I Coordinator Administration	1.1. Customized Title I School Parent Survey targeting this specific strategy. Collect and review sign-in rosters.	1.1. Sign-in rosters Pre/Post parent workshop evaluation.
2	1.2. Parent phone numbers /contact information seem to be inaccurate, therefore limiting successful contact with contact parents about Parent events	1.2. The school will increase communication with parents by: providing each student with a School Agenda book, update parent contact information quarterly, increase the use of flyers sent home, phone link, newsletters and posters.	1.2. Guidance Counselor Social Worker Administration IMT	1.2. Parent Sign-in Logs. Customized Title I School Parent Survey targeting this specific strategy.	1.2. Updated records on TERMS. Parent link message delivery report.
3	1.3. Parents are generally unfamiliar with school expectations, Sunshine State Standards/FCAT Expectations, Test rigor and preparation	1.3. Parents are generally unfamiliar with school expectations, Sunshine State Standards/FCAT Expectations, Test rigor and preparation	1.3. Reading Coach Math Coach Science Coach Magnet Coordinator Administration	1.3. Customized Title I School Parent Survey targeting this specific strategy	1.3. Pre/Post Parent workshop evaluation
4	1.4 Parents are not aware of how to access their student (s) records and school information using the internet.	1.4 The school will host a Pinnacle/Virtual Counselor training for parents in the computer lab.	1.4 Assistant Principal	1.4 Customized Title I School Parent Survey targeting this specific strategy	1.4 Pre/Post training assessments and parent feedback.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT Night	3 -5	Instructional Coaches	Parents	February	Make and Take	AP
MODS	K- 5	MODS	Parents and Students	March	N/A	Magnet Science
Math Night	K -5	Instructional Coaches	Parents	December	Make and Take	Math Coach
Reading Pajama Night	K- 5	Instructional Coaches	Parents	October	Make and Take	Reading

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Intermediate students will engage in Hands-on activities that emphasize to the "engineering" portion of STEM. This will be done on a quarterly basis.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Limited opportunities for students to use computer-based programs and Hands-on manipulatives to	Computer lab schedule will be developed, students will receive online and digital interventions.	Assistant Principal STEM Teacher	Analysis of student projects and engineering displays	Authentic student work

1	increase comprehension of mathematical and scientific concepts.	Students will engage in developing Habits of Minds while utilizing engineering skills, during the after school Camp program.				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
IPADS	Technology	SIG	$5,000.00
IMACS	Computers	SIG	$5,000.00
Printers	Printers	SIG	$3,000.00
			Subtotal: $13,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
STEM Conference	Training	SIG	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $14,000.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader Program	Computer based Reading Program	Internal Budget	$500.00
Reading	Treasures/ Triumpns reading series	Core Reading program	District	$1,000.00
Mathematics	Go Math	Student assessment	District	$2,080.00
Mathematics	Go Math	Textbooks	District	$5,000.00
Science	Fusion Science - Replenish	Science Textbook	District	$0.00
Suspension	CHAMPS	Books and training	Title 1	$600.00
				Subtotal: $9,180.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	FCAT Explorer	Reading Tutorials	State	$0.00
Reading	Accelerated Reader	Reading Assessment	SIG	$1,000.00
Reading	Success Maker	Reading Tutorial/Assessment	SIG	$15,000.00
Reading	IMACs	Computers	SIG	$10,000.00
Mathematics	FCAT Explorer	Math Tutorial	State	$0.00
Mathematics	Successmaker	Math Tutorial	SIG	$0.00
Science	iPADS	Technology	SIG	$5,000.00
Science	iMACS	Computers	SIG	$5,000.00
Science	Printers	Printer	SIG	$3,000.00
Science	APPS for iPAD	APPS	SIG	$200.00
Science	Telescope	Telescope	SIG	$1,000.00
STEM	IPADS	Technology	SIG	$5,000.00
STEM	IMACS	Computers	SIG	$5,000.00
STEM	Printers	Printers	SIG	$3,000.00
				Subtotal: $53,200.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Interventions/Supplemental materials	Reading Interventions	SIG	$2,000.00
Reading	Treasures Reading Series	Reading Training	Title I - Professional Development	$1,000.00
Reading	Daily 5	Reading Training	Title 1	$500.00
Reading	Instructional Focus	Training	Title 1	$1,000.00
Reading	Differentiated Instruction	Training	Title 1	$1,000.00
Mathematics	Go Math	Materials	District	$0.00
Mathematics	Grab and Go	Materials	General Budget	$1,000.00
Mathematics	Go Math - Front loading	Stipends	SIG	$1,000.00
Mathematics	Common core	materials	SIG	$2,000.00
Mathematics	NGSSS	Materials	SIG	$2,000.00
Mathematics	Instructional Focus	Training	Title 1	$1,000.00
Mathematics	Differentiated Instruction	Training	Title 1	$1,000.00
Science	STEM Conference	Training	SIG	$1,000.00
Science	5E Model	Materials	Title 1	$500.00
Science	Instructional Focus	Training	Title 1	$1,000.00
Science	Differentiated Instruction	Training	Title 1	$1,000.00
Writing	Instructional Focus	Training	Title 1	$1,000.00
Writing	Differentiated Instruction	Training	Title 1	$1,000.00
Writing	Integrating Writing Across Curriculum	Training	SIG	$1,000.00
Writing	Scoring with a Rubric	Training	SIG	$1,000.00

Attendance	BTIP Resouces	Training for BTIP	Title I	$500.00
Suspension	Book study - The Shark and the Goldfish: Positive Ways to Thrive	Books; Journals	Title 1	$1,000.00
STEM	STEM Conference	Training	SIG	$1,000.00
				Subtotal: $23,500.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Extened Learning - Reading Camp	Stipends for reading camp	SIG	$10,000.00
Reading	Instructional materials	Instructional materials	SIG	$2,500.00
Reading	Extended Learning Materials	Materials for camo	Title 1	$3,000.00
Reading	Scholastic News	Reading Materials	Media Funds- general budget	$100.00
Reading	Weekly Readers	Reading Materials 1- 5	Media Funds - general budget	$400.00
Reading	Library Books	Reading Books	Media Funds - general budget	$900.00
Mathematics	Extended learning	Stipends	SIG	$5,000.00
Mathematics	Extended learning	stipends	Title 1	$5,000.00
Mathematics	ELO Materials	Materials	Title 1	$1,000.00
Science	Extended learning - Science Camp	Stipend for teachers for camps	SIG	$10,000.00
Science	Extended learning materials	Materials utilized for camp	SIG	$3,000.00
Science	Instructional materials	Materials	SIG	$2,500.00
Writing	Extended Learning Camp	FCAT Camp	SIG	$3,000.00
Writing	Instructional Material	Materials	SIG	$2,500.00
				Subtotal: $48,900.00
				Grand Total: $134,780.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ʄ Priority	ʄ Focus	ʄ Prevent	ʄ NA

Are you a reward school: ʄ Yes ʄ No

A reward school is any school that improves their letter grade or any school graded A.

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Agenda books for parent/school communication	$500.00
Honor Roll Incentives	$500.00

FCAT Incentives	$500.00
Uniform Incentives	$200.00
Speaker/microphone systems	$700.00

Describe the activities of the School Advisory Council for the upcoming year

The SAC Committee will provide monies for incentives for Uniforms, FCAT Stratedies Incentives, and Honor Roll Incentives. In addition, the SAC meets monthly to review and revise the SIP goals and targeted strategies to insure academic success for all students.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
NORTH FORK ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	47%	60%	85%	30%	222	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	57%	67%			124	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	50% (YES)	77% (YES)			127	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					473	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Broward School District
NORTH FORK ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	47%	45%	78%	29%	199	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	49%	53%			102	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	43% (NO)	53% (YES)			96	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					397	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested